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ABSTRACT

This home economics curriculum contains 16 modules for teaching personal, family, and applied skills in high schools in Alberta. The modules may be used in courses on various levels. Each module consists of generalizations, objectives, suggested learning experiences related to resources, and a content checklist. Modules in the personal living skills grouping cover personal awareness, resource management, life-style management, and living skills within relationships. Modules for the family skills grouping cover child study, teen-parent relationships, human sexuality, marriage, and parenting. In the applied skills grouping, modules cover living on one's own, designing home environments, housing, the senior side of living, community services for children, historical family crafts, and the family in crisis. Besides the modules, this guide also contains an introductory section providing the rationale and objectives for the program, program description, student evaluation tips, module organization outlines, and recommended resources. (KC)

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PERSONAL LIVING SKILLS
10-20-30

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- PERSONAL
- FAMILY
- APPLIED

LIVING SKILLS

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HOME ECONOMICS

Curriculum

Alberta EDUCATION

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Senior High School courses. The information contained in the guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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SENIOR HIGH SCHOOL HOME ECONOMICS

RATIONALE

Home Economics is an interdisciplinary study of the laws, conditions, principles and ideals concerned with people's immediate physical environment and their nature as social beings. It particularly focuses on the relationship between the two for the purpose of improving the quality of people's daily lives.

Home Economics education contributes to the development of individuals and the family as functioning units of society by increasing knowledge and skills that can improve personal and family living. It provides experiences which will develop attitudes, skills, understandings and techniques essential for the maintenance and improvement of family living and which will be of value in work situations. The courses stress knowledge and skills that will create an awareness that the decisions one makes affect the quality of one's life.

OBJECTIVES

The Home Economics Education program in Alberta is defined by the following objectives:

1. To encourage individuals to maintain their physical health and to reinforce a positive attitude towards physical well-being.

2. To develop self-sufficiency in food, clothing and shelter decisions.

3. To contribute to the mental health of individuals by developing skills in mutual understanding and adjustment within the family and the environment.

4. To prepare the individual for the sharing and adjustments necessary in personal relationships.

5. To develop competencies in the care and nurturing of young children.

6. To help individuals to understand and work with active and dependent older people.

7. To develop skills and improve decision making in the use of leisure time.

8. To assist individuals to be discerning consumers with regard for conservation of resources.

9. To introduce students to careers related to home economics.

10. To equip individuals with personal skills needed in the employment setting.

PROGRAM DESCRIPTION

GENERAL

The high school Home Economics program is offered in three courses at three levels:

Food Studies - 10, 20, 30
Clothing and Textiles - 10, 20, 30
Personal Living Skills - 10, 20, 30

Food Studies and Clothing and Textiles are sequential courses, Personal Living Skills is not sequential.

Home Economics courses at the 10 and 20 levels may be offered for four or five high school credits. Home Economics courses at the 30 level must be offered for five credits only.

Each Home Economics course has been structured into a modular format. A module is a specific amount of subject matter and related activity carried out within 25 hours of classroom instruction time. Each Home Economics course contains some modules that are considered core or required and others which may be chosen as electives. Elective modules may be selected from modules not used in previous grades.

The modular structure is a mechanism for teacher planning. Core modules must be selected in any course and a specific sequencing is recommended in some cases. Selection of elective modules, however, should be determined by the nature of the facility, student needs and interests, and available resources.

SPECIAL MODULES

Locally Developed Modules

Locally developed modules are those developed by the teacher to meet a specific interest or need.

The structure of the module should be the same as for other modules, with Generalizations, Objectives, Suggested Learning Activities, Resources and a Content Checklist.

Justification for offering a locally developed module must be based on the fact that it is different from any other module offered in the course and meets a specific interest or need. Such a module must be reviewed by an Alberta Education Home Economics Consultant prior to introduction.

Work Study Modules

Work Study is employment undertaken by a student as an integral part of an approved school course which is under the cooperative supervision of a teacher-coordinator and the employe . The Junior-Senior High School Handbook has regulations pertaining to the Work Experience/Study Program.

Research Modules

A Research module is available at the 30 level only. It is a student-centered module designed to give the opportunity for in-depth study of some aspect of the course. The topic may be the same as, or different from existing modules.

STRUCTURE OF MODULE OBJECTIVES

The Home Economics Curriculum Coordinating Committee has adopted a format of stating general objectives and specific behavioral outcomes. The general objectives are clarified by means of specific statements of behavior that the student is expected to show as an indication of a learning outcome or end product of teaching. Learning outcomes (end products) include knowledge, understanding, thinking skills, performance skills, communication skills, work study skills, social skills, attitudes, interests and appreciation.

Stating the general instructional objective first and then clarifying it further by listing the types of specific behavior that characterize the objective makes clear the relationship of the main instructional objective and the types of performance that represent it. The general instructional objectives are numbered in each module. Examples of specific behaviors are indented and listed below the numbered objectives where applicable.

It is impossible to list all types of behavior that might indicate understanding. Therefore, only a sample of types of behavior is given for each objective. Teaching efforts should be directed toward the general objectives of instruction and must not be limited or confined to the specific samples of behavior that have been selected to represent each objective.

STUDENT EVALUATION

Student growth must be evaluated in each module in order to assess the degree to which the student has met the objectives. Teachers need to find out what the students are learning, and students must be informed of what they have gained from the time and effort they have put into their learning.

Arrangements for student evaluation should be a part of program planning.

In planning for student evaluation, the teacher must weight individual scores to correspond with class time planned. For example, if a major project is expected to take one half of the module time to complete, the score for that project should comprise one half of the module's final mark.

Evaluation instruments should be valid, reliable and useable for the nature of the learning activity. Students should know how their work and efforts will be evaluated as they begin a course.

Accurate records of student achievement marks must be maintained, and reported to parents, students and school administration at appropriate intervals.

PERSONAL LIVING SKILLS

Individuals develop a set of personal living skills as a result of experiences within the environment. The Personal Living Skills Curriculum offers a broad, experientially based program in which the student can discover, experience, and develop knowledge and skills needed to improve the quality of family life, home environments, and consumer abilities.

The high school Personal Living Skills program is offered at the 10, 20, and 30 levels. Personal Living Skills courses can be offered to students without prerequisites. Courses at the 10 and 20 levels may be offered for four or five high school credits. At the 30 level, Personal Living Skills must be offered for five credits only.

Each home economics course has been structured into a modular format. A module is a specific amount of subject matter and related activity carried out within 25 hours of classroom instruction time. A Personal Living Skills course must contain at least one module from each of the "Personal Skills", "Family Skills", and "Applied Skills" groupings (see GRID page 8). The remaining one or two modules may be selected from any of the groupings.

The modular structure is a mechanism for teacher planning. Although a specific sequencing is not recommended, suggested levels are indicated on each module. The selection of modules, however, should be determined by the nature of the facility, students' needs and interests, and available resources.

Personal Living Skills courses emphasize the development of decision-making skills.

Specific Objectives for Personal Living Skills

Students will:

1. acquire basic information about human development, family relationships, and environmental interrelationships;

2. develop an understanding of personal, family, cultural, environmental and economic factors related to lifestyle choices;

3. develop skill in the management of human and non-human resources;

4. develop skills and techniques in personal decision-making and interpersonal relationships;

5. apply management skills to problems of daily living;

6. understand and work with active and dependent older people;

7. develop skills and improve decision-making in the use of leisure time;

8. assist individuals to be discerning consumers with regard for conservation of resources;

9. investigate careers related to home economics;

10. develop personal skills needed in the employment setting.

Organization of Personal Living Skills 10, 20, 30

Modules in the Personal Living Skills courses are not sequential, although a suggested or recommended level is indicated on the course grid. Teachers are encouraged to select modules on the basis of perceived student needs, teacher skills and interests, and the number of Personal Living Skills-related courses offered in the school.

In developing a Personal Living Skills course, a minimum of one module must be selected from each of the Personal Skills, Family Skills and Applied Skills groupings. The remaining one or two modules (corresponding to a 4 or 5 credit course) may be selected from any of the groupings.

RECOMMENDED LEARNING RESOURCES

There are no prescribed resources for the Personal Living Skills courses because of the wide variety of topics covered in any Personal Living Skills course.

The following resources are recommended for the Personal Living Skills courses:

Craig, Hazel T., Homes with Character, Toronto, D.C. Heath and Company, 1980.

Crawford, Irene, Senior Side of Living, John Wiley & Sons, Canada, 1979.

Draper, Thomas; Marilyn Gagnons and Virginia Goodwell, See How They Grow, New York, Butterick Publishing, 1980.

Hurlock, Elizabeth E. Child Growth and Development, Toronto, McGraw-Hill Book Company, 1978.

Kelly, Joan and Valerie Chamberlain, Survival: A Guide to Living On Your Own, Toronto, McGraw-Hill, 1980.

Landis, Paul H., Your Marriage and Family Living, Fourth Edition, Toronto, McGraw-Hill Book Company, 1977.

Lewis, Evelyn, Housing Decisions, South Holland, Illinois, Goodheart-Wilcox, 1978.

Verdene, Ryder, Contemporary Living, South Holland, Illinois, Goodheart-Wilcox, 1979.

Westlake, Helen Gum, Parenting and Children, Lexington Massachusetts, Ginn & Co., 1981.

PERSONAL LIVING SKILLS PROGRAM GRID

Personal Skills Modules

Personal Awareness	* 10/20/30
Resource Management	10/20
Managing a Lifestyle	20/30
Living Skills within Relationships	20/30

Family Skills Modules

Teen-Parent Relationships	10/20
Child Study	10/20
Human Sexuality	10/20/30
Marriage	30
Parenting	30

Applied Skills Modules

Living On Your Own 10/20/30	Senior Side of Living 20
Designing Home Environments 20/30	Community Services for Children 10/20
A Study of Housing 30	Historical Family Crafts 10/20/30
Locally Developed Module 10/20/30	The Family In Crisis 20/30
Work Study 20/30	Research Module 30

* Numbers indicate the level recommended.

CONTENT DESCRIPTION

Personal Skills Modules

Personal Awareness (10/20/30)
- self-concept, personal understanding, values, goals, and attitudes
- physical and social development, psychological needs

Resource Management (10/20)
- values, goals, standards, needs, wants
- human and non-human resources, conservation, substitution, money management
- personal management skills

Managing a Lifestyle (20/30)
- elements of management, decision-making
- personal goals, lifestyle choices, value orientations

Living Skills Within Relationships (20/30)
- individual differences, communication skills, personal needs
- different family structures, building and maintaining relationships, stages of life cycle

Family Skills Modules

Child Study (10/20)
- stages of child development, child behavior theories
- physical and psychological needs of young children, costs of child care, community resources

Teen-Parent Relationships (10/20)
- adolescent needs, peer pressures
- developing independent living skills, communication skills
- family rights and responsibilities, family types and roles

Human Sexuality (10/20/30)
- anatomy and physiology, body care
- socio-cultural development, sex roles, stereotyping
- dating, marriage relationships, sexual intimacy

Marriage (30)
- personal development, relationships, commitment
- customs, legal and social obligations, expectations
- challenges, crises in marriage, community resources

Parenting (30)
- values and beliefs, legal and economic aspects of child raising
- child abuse, support systems, community resources

Applied Skills Modules

Living on Your Own (10/20/30)
- housing needs, life cycle, availability of resources
- types of housing, guidelines for evaluating housing, legal rights and responsibilities

Designing Home Environments (20/30)
- elements and principles of design in housing, historical and cultural influences
- psychological and social influences, lifestyles
- planning household interiors, home maintenance, career opportunities

A Study of Housing (30)
- environmental, social, and economic constraints in home design and availability of housing
- financing housing, rights and responsibilities, energy efficiency and conservation
- community responsibilities, future home design, careers in home design

Senior Side of Living (20)
- physical, psychological, mental changes with aging, cultural attitudes towards aging
- economic, housing, nutrition needs with aging
- community resources, job opportunities with the aged

Community Services for Children (10/20)
- legal, moral, and ethical responsibilities towards children
- community and private facilities for children, careers in child care
- skills and understandings needed for working with children

Historical Family Crafts (10/20/30)
- food, clothing and shelter provisions in the past
- practice of historical crafts in current applications

The Family in Crisis (20/30)
- crisis and stress in family life situations
- support services, legal responsibilities, community resources available for a family in crisis
- environmental crisis, coping with disaster management skills

Personal Living Skills
Suggested Levels: 10/20/30

PERSONAL AWARENESS

Personal Living Skills
Suggested Levels: 10/20/30

PERSONAL AWARENESS

GENERALIZATIONS:

A positive self-concept is essential to the healthy functioning of an individual.

Self-awareness is an important factor in making choices that enrich and fulfill the individual.

Competence and success experiences are necessary to a positive self-concept.

OBJECTIVES: The Student:

1. Appreciates the importance of building a classroom climate in which each student may be encouraged to grow.

2. Identifies own self-concept.
   - Discusses the role of body image to the total self-concept.
   - Studies the relationship between self-concept and sex roles.
   - Appreciates the contribution of historical and cultural backgrounds to self-concept.

3. Recognizes personal values, goals and needs.
   - Clarifies personal values and goals.
   - Recognizes the consequences of decisions on future choices.

4. Identifies and explores personal potential.
   - Constructs a philosophy of life or lifestyle.
   - Demonstrates creative talents or abilities.

5. Develops an awareness of positive self-concept in healthy relationships.

Personal Living Skills
Suggested Levels: 10/20/30

PERSONAL AWARENESS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Practise communication skills using: self-introductions, name games, and personal interviews.	Ryder, Contemporary Living, Chapter 6
Through drawings - Create a room, home, boat or car to reflect self.	
Use rating scales, inventories, rank orderings to examine current values.	
Have a "family" auction and "value" auction. Fill out forced choice exercises, continua, value search questions, etc.	
Draw a flow chart for decisions.	
Write a paragraph - Life is: Life Could Be.	
Use cartoons, collages to describe development of people's self-concept.	Ryder, Contemporary Living, Chapter 4
	Magazines, newspapers
From written or filmed case studies, identify effects of stresses, handicaps, relationships on self-concepts.	Harris, I'm OK - You're OK
	Simon, Values Clarification
	Films: "Johnny Lingo" "You"

NOTES: _____

Personal Living Skills
Suggested Levels: 10/20/30

PERSONAL AWARENESS

CONTENT CHECKLIST:

- Building classroom climate
  - group building exercises
  - communication techniques
  - communication theories
- Self-concept (identify)
  - body image, sex roles, historical and cultural self
- Values and goals
  - needs hierarchy, needs theories
- Decision-making
- Personal potential
  - philosophy of life
  - choosing a lifestyle
- Changes to the self-concept
  - physical and emotional handicaps
  - effects of stresses and strains

Personal Living Skills
Suggested Levels: 10/20

RESOURCE MANAGEMENT

Personal Living Skills
Suggested Levels: 10/20

RESOURCE MANAGEMENT

GENERALIZATIONS:

Management of one's resources influences personal lifestyle.

Management by individuals and families reflects differences in values, goals, and standards.

OBJECTIVES: The Student:

1. Understands the factors involved in managing resources to achieve goals.

   Distinguishes among values, goals, and standards.
   Identifies family and community resources that can be used to achieve goals.

2. Applies concepts of management to personal situations.

   Identifies short range, mid-range, and long-term goals.

3. Understands own job potential and relationship of job goals.

   Examines part-time job alternatives available to high school students.
   Explains the advantages and disadvantages of combining school and work.

4. Demonstrates money management skills needed to function within the student's employment and financial world.

5. Understands techniques for management of other personal resources such as time, energy, and skills.

   Examines some practical organization techniques for efficient use of time and energy, and the development of skills.

Personal Living Skills
Suggested Levels: 10/20

RESOURCE MANAGEMENT

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Define a goal. Prepare a statement of his/her short, mid-term and long-term goals. Identify personal, family and community resources that will help one reach goals.	Kelly and Chamberlain, Survival: A Guide to Living On Your Own
Discuss in groups, or use a panel of students, parents and employers to study: What part-time work options exist? What are the advantages of (a) not working, (b) being part of the work force? How one can become a better employee. How a student can successfully combine school and work.	Canada Manpower resources such as the "Hire A Student" programs.
Practise/research basic money management techniques: Prepare a budget for a personal or simulated situation. Distinguish among various types or ways of saving/investing moderate amounts of money. Relate various types of insurance to needs in specified situations. Predict the outcome (costs) of use of credit in specified situations.	Consumer and Corporate Affairs Publications, Box 1616, Edmonton, T5J 2N9 Example: "Before You Go Under" Teacher's package.
Be challenged to think through different problems practising basic principles of management.	Elliott, Life's Like That (A Modern Living Unit Using Case Studies), A.T.A. Publication, 1978

Personal Living Skills
Suggested Levels: 10/20

RESOURCE MANAGEMENT

CONTENT CHECKLIST:

Management (defined)

Elements of management

Values
- Types--moral, aesthetic, material
- Clarifying values

Goals - long and short range

Standards - setting and achievement

Interrelatedness of values, goals and standards

Needs vs. wants - priorities
- relating to values and goals

Resources
- human - physical and mental health, mental abilities, personal qualities, skills, time
- nonhuman -- natural, technical, money
- family
- community

Use of resources - conservation, creation, expansion, substitution

Decision-making processes
- goal setting
- examining alternatives
- choosing
- implementing
- evaluating

Personal management skills - for time, energy, money planning, organizing, evaluating

Money management skills

Personal Living Skills
Suggested Levels: 20/30

MANAGING A LIFE STYLE

Personal Living Skills
Suggested Levels: 20/30

MANAGING A LIFE STYLE

GENERALIZATIONS:

Our political and social contexts provide many alternatives from which we may choose personal lifestyles.

Life management involves setting goals to be achieved through a plan of action.

A plan of action results from choices of alternatives which may change with time and circumstances.

OBJECTIVES: The Student:

1. Reviews the basic concepts of management.

2. Applies the decision-making process in different situations.

3. Understands the economic and social factors that influence personal goals within the context of the family.

   Explains the relationships that exist between employment, peer group expectations, and family traditions.

4. Appreciates the differences in values and goals that contribute to variations in lifestyles.

   Discusses lifestyles in terms of values, leisure activities, family, stage of life cycle, type of employment, and educational background.

5. Appreciates the human rewards and costs of various lifestyles.

   Identifies one's own strengths and limitations along with the potential for various lifestyles.
   Examines and discusses case studies involving lifestyle decisions taken in a variety of circumstances.

6. Appreciates the value structure inherent in various lifestyle choices, and the implications of each.

Personal Living Skills
Suggested Levels: 20/30

MANAGING A LIFESTYLE

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Students could approach this unit from a personal perspective - looking at their own potential careers, possible lifestyles in the future or problem solving situations they predict they might have.	Film: "You Pack Your Own Chute" International Telefilm
Compare lifestyles led during summer vacation vs. school-year lifestyle in five years time. Analyse the decisions made, the management principles used.	Case studies from media and periodicals
Write a letter to himself/herself stating what his/her life might be like in five years time.	
Examine implications for the individual, family, friends, and community in the following kinds of situations: A. Unmarried pregnant teenager decides to keep her baby. B. A person secures a job in a centre away from family and friends. C. A student decides to drop out of school before graduating. D. A child who has been living independently of parents moves back into the family home.	Magazines, films depicting different lifestyles. e.g. Films "Would I Ever Like to Work" (National Film Board), "The Best Damn Fiddler From Calabogie to Kaladar" (National Film Board)
Make a collage depicting a particular lifestyle. Display.	
Predict the daily routines (food preparation and cleanup, travel to work, leisure time activities) of people said to be "conservationist", "materialist", "family oriented", "career-oriented", etc.	

NOTES:

Personal Living Skills
Suggested Levels: 20/30

MANAGING A LIFE STYLE

CONTENT CHECKLIST:

- Meaning of management
- Elements of management
- Decision-making
- Personal goals
- Choosing a lifestyle
  - social and emotional readiness
  - occupational/financial readiness
  - changing family ties
  - value orientation
- Changing a lifestyle
- Economic and social factors of lifestyles
  - employment (type of job)
  - peer group expectations
  - traditions
  - economy of the country (inflation/recession)
  - geographic location

Personal Living Skills
Suggested Levels: 20/30

LIVING SKILLS WITHIN RELATIONSHIPS

Personal Living Skills
Suggested Levels: 20/30

LIVING SKILLS WITHIN RELATIONSHIPS

GENERALIZATIONS:

Basic living skills are techniques used to satisfy personal needs.

Personal needs can be satisfied within a variety of family structures and relationships.

Communication skills are an important part of all relationships.

OBJECTIVES: The Student:

1. Recognizes the uniqueness of individuals.

   Understands components of self, personal needs, and stages of personal development.

2. Recognizes types of communication and the skills that promote effective communication within personal relationships.

   Develops techniques for effective communications within families.

3. Recognizes the need for building relationships.

   Identifies ways in which relationships are built and maintained at various stages of the life cycle and across age groups.

4. Understands types of family structures.

   Explains economic, legal, and emotional aspects of various family structures.

5. Applies concepts and principles of communication in families to working in groups.

   Uses effective communication techniques to solve communication problems in given simulated group situations.

Personal Living Skills
Suggested Levels: 20/30

LIVING SKILLS WITHIN RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Identify and practise communication skills such as: listening, presenting a case, bargaining, arguing, role playing and the like.	Ryder, Contemporary Living, Chapter 6
Analyze a number of theories about personality, self concept, maturity, the development of needs, wants and values.	Kelly and Chamberlain, Survival: A Guide to Living on Your Own, Chapter 1
Pair off, and work through the skills and processes of a hypothetical living arrangement.	Ryder, Contemporary Living, Chapters 1 to 4
From films, readings, or personal interviews identify styles of family relationships from a historical or stage of life cycle perspective.	Landis, Your Marriage and Family Living, Chapters 1 to 4
Study the changes in family relationships, roles, expectations over time (e.g. 1900's to the present) in terms of legal responsibilities.	Films: "Four Families", "Where Mrs. Whalley Lives", "Great Grandmother" (National Film Board)
	Community Resources: Parents, Grandparents, residents of local senior citizen lodges, etc.

NOTES:

Personal Living Skills
Suggested Levels: 20/30

LIVING SKILLS WITHIN RELATIONSHIPS

CONTENT CHECKLIST:

- Understanding yourself
  - Self theory (personal self, social self)
  - Personal needs
  - Stages in personal development (depth and exploration of theory depends on student needs)
  - Maturity
- Skills for daily living
  - Communicating with others
    - Types of communication
      - non-verbal
      - verbal
      - behavior
    - Development of communication skills
  - Decision-making
  - Management
  - Cooperative sharing
- Building relationships
  - Developing close friendships
  - Maintaining close friendships
  - Relating to older adults
    - Understanding parents
    - Understanding old age
- Living in families
  - Types of family structures and arrangements
    - Definitions/Comparisons
    - (nuclear, extended, blended, single parent, communal, common-law, living with a peer, joint ownership)
  - Roles and responsibilities within various living arrangements
  - Implications of various family structures
    - (economic, legal, social, emotional, shared responsibility, effect on significant others)

Personal Living Skills
Suggested Levels: 10/20

CHILD STUDY

The field of child development is concerned with the growth and development of an individual from birth through adolescence. It asks the questions, "What is human? How should human beings be treated by their fellow human beings? What is the unique relationship between parent and child? Is human behavior essentially self-directed or is it essentially determined by other forces? How can parents best help their child grow and develop?"

These human development questions are examined from many viewpoints. Biologists, psychologists, sociologists, educators, medical doctors, philosophers, and the clergy have various approaches to the study of how children develop.

Westlake, 1981:25

Personal Living Skills
Suggested Levels: 10/20

CHILD STUDY

GENERALIZATIONS:

Childhood is a critical period in one's life span during which total development is particularly sensitive to environmental influences.

To the extent that individual developmental needs are met as they occur, the individual can move toward full potential.

To the extent that individual development needs are met consistently and in an atmosphere of emotional warmth and love, one seems to develop a basic trust in oneself and in the surrounding world.

OBJECTIVES: The Student:

1. Recognizes stages of child development.

   Studies behaviors of children at various stages of development.
   Investigates some theories about child development.

2. Understands that appropriate physical and psychological environments are required for different stages of child development.

   Translates knowledge of child care into appropriate adult behavior in relation to children.
   Recognizes the roles of play and discipline in child development.
   Identifies resources in the community available to help with child care.
   Examines various attitudes and theories about child care.

Personal Living Skills
Suggested Levels: 10/20

CHILD STUDY

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Spend time with young children of various ages, noting characteristics of children at different stages and relating observations to development theories.	Draper, See How They Grow, Sections 5 to 17. See also: Draper and Draper, Studying Children: Observing and Participating, Illinois, Chas. A. Bennet, 1977
Discuss the physical, emotional, social, and intellectual development of children.	Access Videotape Series: "Focus on Childhood" (6-30 minute tapes).
Invite mothers with infants, toddlers, etc. to discuss child rearing beliefs and practices.	Butterick Kit: Child Development Series. P.O. Box 4001, Terminal A, Toronto, M5W 9Z9
Observe and if possible participate in interaction at ECS classroom, day care, Sunday school, etc.	Film: "Free to Be You and Me" and book of the same title.
Bring in a small group of children and be responsible for all activities during a certain time period. Example: make cookies together, play, do a craft.	
Construct and/or evaluate toys for children at various stages. If possible "field test" toys or games with children.	Consumer and Corporate Affairs "Toy Kit"

NOTES:

Personal Living Skills
Suggested Levels: 10/20

CHILD STUDY

CONTENT CHECKLIST:

Child development theories

Theories of child behavior (Erikson, Piaget, Gesell)

Stages of child development:

Physical, social, emotional and intellectual

Child observation skills

Personal Living Skills
Suggested Levels: 10/20

TEEN/PARENT RELATIONSHIPS

Personal Living Skills
Suggested Levels: 10/20

TEEN/PARENT RELATIONSHIPS

GENERALIZATIONS:

Constructive parent/teen relationships are essential to the growth of the individuals within those relationships.

Parent/teen relationships are changing with broader changes of society.

Awareness of the dynamics of interrelationships contributes to successful parent/teen relationships.

OBJECTIVES: The Student:

1. Appreciates historical and cultural changes in parent/teen relationships.

2. Recognizes the rights and responsibilities of individuals within the family.

   Explains how individual acts affect other family members.
   Appreciates the need for the affirmation of individuals within the parent/teen relationship.

3. Explores the consequences of various kinds of roles that individual family members play.

   Analyzes the process and consequences of stereotyped sex and behavior roles.
   Understands the expectations parents impose on their teenagers and the expectations teenagers impose on their parents.

4. Understands communication patterns in parent/teen relationships.

   Investigates barriers to communication.
   Demonstrates skills in positive methods of communication.
   Identifies and evaluates different methods of conflict resolution.

5. Explores the effects of family breakdown or change on relationships between parents and teens.

   Identifies changes in feelings of self-worth.
   Analyzes causes of breakdown and other behavior.
   Evaluates laws pertaining to families.

6. Discusses future trends in parent/teen relationships.

   Identifies possible family patterns for the future.

Personal Living Skills
Suggested Levels: 10/20

TEEN/PARENT RELATIONSHIPS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Analyze films, videotapes or writings showing current and historical family relationships.	Current periodicals, media
Invite guests to share their personal and professional experiences of "family". Examples might be parents, grandparents, lawyers, social workers, people of differing cultures, and the handicapped.	Community members, museum personnel, Church group members. (Pastoral Institutes, Marriage Encounters).
Trace geneological roots. Discuss pros and cons of adopted children seeking biological parents.	
Write your own life story and identify the socialization processes operating. Can the class generalize about birth order and relationships, size of family and the like?	Draper, See How They Grow, Chapters 21 to 25 (Teacher's Guide Activity) Landis, Your Marriage and Family Living, Chapter 3, Chapter 19
Role-play decision-making, common conflicts, health and problematic communication patterns.	
Examine case studies (text or magazine) of family breakdown and devise strategies for improvement.	Gordon, P.E.T. in Action, (ask for Resources)
Discuss, then prepare contracts for behavior changes that could be used in families.	Ryder, Contemporary Living, Chapter 2
From case studies, film, etc. identify and analyze sex roles and behavior roles which affect parent/teen relationships such as: scapegoat, dominator, black sheep, troublemaker, martyr, moderator, joke, etc.	Ryder, Contemporary Living, Chapter 6

Personal Living Skills
Suggested Levels: 10/20

TEEN/PARENT RELATIONSHIPS

CONTENT CHECKLIST:

- Historical changes in families
- Family value system
  - Values and goals -- family and individual; peer pressures
  - Conflicts -- generation gap
  - Geneological roots
  - Socialization process
- Rights and responsibilities of individuals
- Roles of individuals within the family
- Communication patterns
  - Barriers to communication
  - Healthy communication patterns
  - Conflict resolution
  - Decision-making
- Benefits of the parent/teen relationship to the individual
  - Strengths of families
  - Growth potential of families
  - Ideal relationships

Personal Living Skills
Suggested Levels: 10/20/30

HUMAN SEXUALITY

SPECIAL NOTICE TO TEACHERS

The decision to teach this module should be made with the approval of all stakeholder groups involved.

In addition, there may be conflicting points of view with respect to certain topics. Therefore, the selection of topics and materials to be used by students is of prime concern. The Curriculum Branch recommends that the selection be done in consultation with boards, administrators, parents and students.

GENERALIZATIONS:

Human sexuality as it relates to individual growth and development, is closely linked to the physical, social, cultural, moral, ethical and emotional dimensions of life. Knowledge and understanding of human sexuality relative to these dimensions provides a basis for responsible human interaction and decision-making.

Personal Living Skills
Suggested Levels: 10/20/30

HUMAN SEXUALITY

OBJECTIVES: The Student:

1. Understands socio-cultural development of males and females.

   Evaluates various theories of development and identity formation.
   Examines sex roles in terms of inherent physical characteristics and environmental determinants.

2. Understands anatomy and physiology of males and females.

   Explains male and female structure and development.

3. Recognizes sexual issues in male/female relationships.

   Identifies cross-cultural dating ethics.
   Explores images of masculinity and feminity.
   Uses effective communication techniques in group situations.
   Discusses health related sexual issues (disease, pregnancy, etc.)

4. Recognizes the relationship between sexuality and the desire for personal fulfillment and happiness.

   Explores definitions of love.
   Identifies elements of relationship building.
   Identifies own expectations of an intimate relationship.

5. Recognizes the nature of sexuality through the stages of life.

   Explores stages of sexual development from birth into old age.
   Identifies caring behaviors and sexual responsibility in relationships.

6. Recognizes the need and the means for parent/teen communication about sexuality.

   Role plays parent/teen conflicts.
   Identifies parents' points of view regarding issues of teen sexuality.

7. Identifies some consequences of sexual aberrations for the individual and for society.

   Discusses causes of incest and sexual assault.
   Identifies effects of incest and assault on self-esteem and normal sexual development.
   Identifies agencies that help victims of sexual assault.

Personal Living Skills
Suggested Levels: 10/20/30

HUMAN SEXUALITY

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Briefly outline several theories of identity formation those of Freud, Erikson, Mead, Havighurst.	Landis, Your Marriage and Family Living Ryder, Contemporary Living
Identify family and cultural factors that help build sex role expectations. Students may make a collage of items from print media or tape recordings of songs, ads, etc.	Mass media, songs, poetry
Study through lecture and quest speaker the physical development of males and females. Discuss emotional effects of slow or rapid maturation.	Guest speakers; Question Box
Identify good hygiene practices for body care.	
Practise communication skills in pairs, small groups. Role play conflict situations in dating.	
Discuss cultural expectations, peer expectations regarding dating and engagement.	
Panel discussion using community resources, parents, counsellors regarding caring and intimate behaviors in relationships.	Parents, grandparents
Research community agencies available to victims of sexual abuse or disease.	Community health organizations, counsellors.
Prepare a personal moral code.	Additional book and film recommendations may be obtained from Alberta Education consultants.

Personal Living Skills
Suggested Levels: 10/20/30

HUMAN SEXUALITY

CONTENT CHECKLIST:

- Sociocultural development of males and females
  - Theories of social development
  - Sex-role development
  - Sex-role stereotyping; self-actualization
- Physical development of males and females
  - Role of endocrine system; glands, hormones
  - Reproductive system development
  - Rate of maturation and emotional consequences
- Male/female relationships
  - Uncommitted adolescent dating
    - development of social skills
    - parent, societal and peer expectations
    - different cultural dating ethics
    - dating activities
  - Semi-committed relationships
    - definitions of love; expectations, illusions
    - elements in relationship building, communication, trust, responsibility
    - developing a personal moral code
  - Committed love relationships
    - engagement tasks
    - marriage forms and responsibilities
    - sexual intimacy; caring behaviors
    - decisions about conception and contraception
- Sexual problems in society
  - Effects of incest, sexual assault and disease
  - Community resources to assist victims

Personal Living Skills
Suggested Levels: 30

MARRIAGE

Personal Living Skills
Suggested Levels: 30

MARRIAGE

GENERALIZATIONS:

Marriage is a commitment with obligations and responsibilities that affects the growth of the individuals involved.

The institution of marriage is supported by a variety of community services.

Marriage customs change over time as a result of personal and socio-economic factors.

OBJECTIVES: The Student:

1. Understands personal feelings and ways of coping with them.

   Develops communication skills for feelings.
   Identifies strategies for coping with aspects of personality that one may wish to change.

2. Recognizes the components of a personal philosophy.

   Evaluates personal position on issues of importance in marriage.

3. Recognizes the commitment, attitude and challenges involved in marriage.

   Distinguishes between effective and ineffective modes of communication between various types of partnership models.
   Describes legal and social obligations inherent in marriage.

4. Recognizes the challenges of marriage and the ways families cope.

   Identifies areas of potential conflict in families and ways of resolving them.
   Identifies crisis situations within families.
   Identifies/investigates services in the community available for supporting family relationships.

5. Recognizes the significance of differences in marriage customs between cultures.

   Compares traditions and ceremonies of the past with present day rituals and ceremonies.
   Relates changes in marriage customs to broader social changes.
   Compares marriage customs of various cultures.

Personal Living Skills
Suggested Levels: 30

MARRIAGE

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Investigate expectations for qualities in courtship, and research about successful marriage. Compare marriage types. Have happily married people come in and talk about how their marriage has contributed to their personal growth. Have students identify their value hierarchy and then compare these to a person they relate with. Follow with a discussion of the dynamics of differing values in relationships, and the consequences of sharply differing needs. Have students identify areas they need to work on before they are ready to be a partner. Read and discuss articles re: changing marriage expectations. Debate "living together" vs. "marriage". In pairs, develop guidelines for healthy marriage and living together relationships. Discuss the legal implications of marriage. Role play bargaining, learning to compromise, conflict resolution techniques.	Ryder, Contemporary Living, Chapter 10 Landis, Your Marriage and Family Living, Chapter 8 to 11 Films: "Getting Married" (N.F.B.) "Should I Have A Child" Speakers: Catholic Family Service marriage counsellors, former students or friends in various relationships and life situations Field Trip: Provincial Court to view Decree Nisi procedures Landis, Your Marriage and Family Living Jean McBean, Alberta's Marriage Guide

NOTES:

Personal Living Skills
Suggested Levels: 30

MARRIAGE

CONTENT CHECKLIST:

- Self understanding
  - needs
  - personality development
  - maturity
- Reasons for marrying
  - customs that change over time
  - legal and social obligations within relationships
- Types of marriages
  - responsibilities and expectations
- Attitudes fostering personal growth
  - mutual respect
  - sharing
  - trust
  - understanding
  - forgiveness
- Challenges to marriages
  - financial/money management
  - personal adjustment
  - parenthood (decisions)
  - housing
  - crises (coping with alcoholism, debt, etc.)
- Support systems for marriage
  - family
  - church
  - marriage counsellors
  - community services

Personal Living Skills
Suggested Levels: 30

PARENTING

Whether we are parents or not, we are all responsible for the next generation. Almost every decision we make in our communities affects our children. The children of a society are its most precious resource. If the welfare of children is ignored, the future of society is ignored.

(Westlake, 1981:3)

Personal Living Skills
Suggested Levels: 30

PARENTING

GENERALIZATIONS:

Personal growth and satisfaction result from a commitment to parenthood.

Parenting involves providing conditions for the overall security and growth of the child.

Parenting involves a series of role changes over a lifetime.

Interpersonal relationships, social, economic and legal factors affect the nature of parenting.

OBJECTIVES: The Student:

1. Recognizes that all people who interact with children are parents in the broadest sense and are responsible for their growth and development.

2. Recognizes how personal beliefs and experiences influence the way adults relate to children.

   Describes own feelings about how adults react to children.
   Discusses some current child care practices that may have resulted from the way adults were treated as children.

3. Appreciates the effects of parenting on relationships and lifestyle.

   Investigates the joys and challenges of parenthood through case studies and/or personal interaction with parents.

4. Appreciates the many facets of the parenting role through the life cycle.

   Discusses child behavior and parenting roles at various stages of child and adolescent development.

5. Identifies the conditions necessary for the growth and security of the child.

   Calculates initial costs of a first child.
   Gives examples of the legal implications of parenting practices in given situations.

6. Recognizes the stress involved in being a parent and the support systems available.

   Gives examples of ways of dealing with conflict, behavior management, developing responsible behavior in children and discipline, from different points of view.

Personal Living Skills
Suggested Levels: 30

PARENTING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
List activities that illustrate ways parents provide for the growth and security of children. Then, list all the activities other people in the community engage in for the same purpose.	Draper, See How They Grow, Chapters 1-8.
If possible, simulate a parenting experience for a day. Example: students in pairs take charge of an infant or toddler for an entire morning or school day. Students would be asked to report on the rewards, frustrations, etc. of being totally responsible.	ACCESS Videotapes Series "Focus on Childhood", Program 9 Local Day Care Centers, community groups. Film: "Child Behavior = You" (Vanier Institute Film available from National Film Board)
Discuss: - the decision-making involved in parenting for the single or married - the risks of adolescent parenthood - child abuse - adoption Calculate the costs of a first child.	Butterick Kit: "Parenting" (Filmstrips and tapes) P.O. Box 4001, Toronto, Ontario M5W 9Z9 Parents, social workers, church members.
From case studies, observations at shopping centers, films etc., identify positive and negative interactions/effects in parent and young child relationships.	Film: "Phoebe" (National Film Board) Landis, Your Marriage and Family Living, Chapters 16 to 18.
Identify ways parenting changes over a lifetime, through interviews, readings, personal experience.	Ryder, Contemporary Living, Chapter 13 Landis, Your Marriage and Family Living, Chapter 19

NOTES:

Personal Living Skills
Suggested Levels: 30

PARENTING

CONTENT CHECKLIST:

- Parenting responsibilities and rewards
- Parenting practices
- Legal and economic aspects of having children
- Effects of parenthood on family relationships
- Issues in Parenting:
  - decision to parent
  - child abuse
  - single parenthood
  - adoption
- Support systems for parents
  - family
  - church
  - community
- Parenting roles through the life cycle

Personal Living Skills
Suggested Levels: 10/20/30

LIVING ON YOUR OWN

Personal Living Skills
Suggested Levels: 10/20/30

LIVING ON YOUR OWN

GENERALIZATIONS:

Living on your own requires management skills particularly in the areas of housing.

Both personal and community resources are involved in the provision of kinds of shelter.

OBJECTIVES: The Student:

1. Understands the factors that influence housing choices.

   Explains factors to consider when choosing a place to live.
   Understands economic and social factors constraining the availability of housing.

2. Integrates knowledge of housing types and resource management to select shelter for specific situations.

   Compares various forms of shelter available locally in terms of facilities, environment, maintenance, responsibilities and cost.

3. Understands the rights and responsibilities of landlords and tenants.

   Reads and explains provisions of a given lease.
   Explains landlord and tenant laws.

4. Appreciates factors to consider in home ownership decisions.

   Identifies the time and energy demands, legal responsibilities, cost factors and values implicit in home ownership.
   Explains forms of insurance for personal belongings and the advantages and disadvantages of insurance in specified situations.

Personal Living Skills
Suggested Levels: 10/20/30

LIVING ON YOUR OWN

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Identify housing needs at various stages of the life cycle (space, privacy, security, status, etc.)	Lewis, Housing Decisions Chapters 1 and 2
Identify special housing needs, economic and social restraints, and special assistance available. Situations might include: - handicapped person - single mother with 4 children - young bachelor (male or female) - teenage runaway - university student	Lewis, Housing Decisions Chapters 3 and 4 Craig, Homes With Character Chapter 4
After describing a particular situation (or case study) have students 1. identify shelter needs and resources 2. research housing alternatives available (newspapers, field trips) 3. evaluate choices available 4. choose a place	Media, community Kelly and Chamberlain, Survival: A Guide to Living On Your Own Chapter 4
Identify ways home ownership, sharing housing and renting housing affects the lifestyle of the people involved through readings, interviews, etc.	Craig, Homes With Character Chapter 5 ACCESS - Videotape "Rights of Tenants"
Use panels of "experts" to discuss - landlord-tenant problems, responsibilities - types of insurance, needs for insurance - problems and rewards of home ownership - problems and rewards of living with others	

NOTES:

Personal Living Skills
Suggested Levels: 10/20/30

LIVING ON YOUR OWN

CONTENT CHECKLIST:

- Factors influencing housing choices
  - Stage of the life cycle.
  - Resources available: time, energy, money, skills.
  - Values, needs, goals, standards relating to shelter:
    security, space, privacy, social interaction, economy,
    self-expression, creativity, beauty, esteem and prestige.
  - Availability
    - differing types of shelter
  - Policies, programs, and subsidies affecting special groups
  - Guides for evaluating shelter
  - Living with others
    - advantages and considerations
  - Rental agreements
    - definition of terms
    - deposits
    - landlord and tenant rights and responsibilities
  - Insurance
    - liability
    - personal property

Personal Living Skills
Suggested Levels: 20/30

DESIGNING HOME ENVIRONMENTS

Personal Living Skills
Suggested Levels: 20/30

DESIGNING HOME ENVIRONMENTS

GENERALIZATIONS:

The selection and design of the near environment can enhance the quality of life.

The selection and arrangement of interior furnishings are based on needs, personal preferences and the individual's concept of design.

OBJECTIVES: The Student:

1. Applies the principles of design in selection and arrangement of some aspects of home environments.

   Demonstrates use of elements and principles of design in simulated situations.

2. Recognizes some historical, cultural, social and psychological influences in home furnishings.

   Explains influences as illustrated in specified examples.

3. Integrates learnings from the study of home environments to plan for new situations.

   Plans a wall elevation or floor plan incorporating principles of design.

4. Recognizes the role of creativity in adapting home environments to family needs within given budget and structural limitations.

   Devises ways to recycle furnishings or accessories to make them compatible with given needs at minimum cost.

5. Examines some new materials, designs and philosophies in home design.

   Identifies applications of energy conservation, noise and stress reduction and low maintenance ideas in home design.

Personal Living Skills
Suggested Levels: 20/30

DESIGNING HOME ENVIRONMENTS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Apply the elements and principles of design in decorating a portion of a home or a small apartment. Identify a number of "period", "traditional", "modern", and "contemporary" furniture styles, and adaptions of these styles available today. Identify different ways to: conserve energy, create space, improve beauty, add privacy through the creative use of materials, skill and money. Plan and produce a home design project or recycle if time, space and skill permit. Study local housing to identify cultural influences, apparent values, history, materials etc.	Lewis, Housing Decisions Chapter 7. Craig, Homes with Character Chapters 10 and 15. Lewis, Housing Decisions Chapter 9. Craig, Homes with Character Chapter 14. Museum Visits Lindahl, Energy Saving Decorating 3211 NE Siskiyou, Portland, Oregon, 97212 TransAlta Utilities booklets e.g. "Home Energy Ideas" Box 1900 Calgary, Alberta T2P 2M1

NOTES:

Personal Living Skills
Suggested Levels: 20/30

DESIGNING HOME ENVIRONMENTS

CONTENT CHECKLIST:

- Elements of design
- Principles of design
- Kinds of design (structural, decorative)
- Historical and cultural influences
  - styles
  - periods
  - trends
  - cultural influences
- Psychological and social influences
  - fads
  - fashions
  - conformity
  - expression
  - belonging
- Structural components
  - Backgrounds
    - floors, walls, ceilings
    - planning using elements and principles of design
    - types, quality, selection, care
  - Windows/Lighting
    - types
    - treatments
  - Furnishings
    - selection and care
    - recycling
  - Room plans and arrangements
    - design
    - function (activity, maintenance, circulation, storage)
  - Home maintenance
    - home repairs
    - renovations, refinishings
  - Career opportunities

Personal Living Skills
Suggested Levels: 30

A STUDY OF HOUSING

Personal Living Skills
Suggested Levels: 30

A STUDY OF HOUSING

GENERALIZATIONS:

The characteristics of environment affect the physical and psychological well-being of individuals.

Housing provides the setting for the social development of individuals and family members and for their interactions.

The environmental factors which influence the form and use of housing are social, economic, cultural, technological, physical, and political and governmental.

OBJECTIVES: The Student:

1. Recognizes a variety of housing alternatives available.

   Describes advantages and disadvantages of various forms of housing for given circumstances.

2. Understands how to calculate housing costs.

   Explains basic ways of financing housing.
   Estimates and compares costs of living in various forms of housing.

3. Applies principles of planning living spaces.

   Chooses from currently available house plans to provide a plan to meet specified needs.

4. Recognizes how government regulations affect housing designs within communities.

   Researches the by-laws for one's own area.
   Explains the implications of living in specified housing zones.

5. Understands the implications of new technology on housing design.

   Explains the adaptations one must make in living with new technological developments (i.e., passive energy homes, homes with alternative energy systems).

6. Evaluates career opportunities in housing from a personal perspective.

   Compares two employment opportunities in housing in terms of training required and own goals and interests in housing.

Personal Living Skills
Suggested Levels: 30

A STUDY OF HOUSING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Investigate a variety of housing available in rural and urban settings. To what extent are community needs met?	Craig, Homes with Character Chapter 4. Real Estate personnel. CMHC films and publications. Write to Central Mortgage and Housing, 12314 Stony Plain Road, Edmonton.
Calculate housing costs in a number of specific situations. Students may then write up the description and costs of each situation for Bulletin Board display.	
Evaluate printed house plans (CMHC or media), for liveability, adequacy, cost, etc.	Craig, Homes with Character Chapters 7, 8 and 9.
Investigate new housing forms. Do lifestyle changes have to be made?	Solar Housing information Field trips to local experimental homes NFB film: "Family House" (changing housing philosophies)
Examine and discuss government controls on housing in cities and towns, and rural areas.	Guest speaker from planning council Municipal Affairs
Forecast future housing situations for a life in 2020 A.D.	Lewis, Housing Decisions Chapter 12.

NOTES:

Personal Living Skills
Suggested Levels: 30

A STUDY OF HOUSING

CONTENT CHECKLIST:

- Factors influencing housing form and use
  - lifestyle
  - self-expression
  - beauty
  - individual and family needs, wants, values, goals, attitudes, skills
  - technology (solar housing, passive energy housing)
  - government regulations
  - controlled design for communities
  - cost and trends
- Planning living spaces
  - size of rooms, organization
  - traffic patterns
  - storage areas
  - laundry facilities
  - safety features
  - soundproofing
- Future home design
- Careers in home design
  - technical level
  - professional level

Personal Living Skills
Suggested Levels: 20

SENIOR SIDE OF LIVING

Personal Living Skills
Suggested Levels: 20

SENIOR SIDE OF LIVING

GENERALIZATIONS:

There are special needs unique to every stage in the life cycle.

Adequate community and personal services enhance the independence of senior citizens and enable them to cope with their special needs.

OBJECTIVES: The Student:

1. Understands the physical, mental, and emotional changes that occur with aging.

   Gives examples of changes that take place and ways of accommodating those changes.

2. Recognizes the influences of culture on one's attitudes toward aging.

   Identifies needs and attitudes regarding the aged in different cultures.

3. Recognizes the influence of economic and social factors on the lifestyles of the aged.

   Discusses issues such as poverty, institutionalization, early retirement and lifestyles of the aged.

4. Explores the daily life of the aged or shares their experiences in some way.

   Visits/interviews selected persons in the community.
   Makes recommendations for enhancing the lifestyles of the aged.
   Volunteers for one activity involving the aged.

5. Understands laws and regulations affecting the aged.

   Discusses laws and regulations concerning retirement, wills, pensions, and the like.

6. Appreciates the contribution of the aged to the enrichment of life in the community.

   Shares knowledge of unique skills and abilities of aged members of the local community.

Personal Living Skills
Suggested Levels: 20

SENIOR SIDE OF LIVING

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Research and identify needs of the aged in terms of physical, mental and emotional changes. Explore the effects of adequate nutrition, activity and general health.	Crawford, Irene, Senior Side of Living, John Wiley and Sons, Canada Ltd. 1979.
Survey people to try to discover the bases for their attitudes about aging.	St. Clair and Wong, "Nutrition and Aging: A Selected Bibliography. Toronto, Nutrition Information Service, Ryerson Polytechnical Institute Library, 1982.
Assume that one has an old age pension and budget expenses for a given month. Discuss the results.	Ethnic organizations. Senior citizens groups.
Survey senior citizens to get their opinions on the appropriateness of their current circumstances.	Alberta Government legal services
Investigate: - retirement laws - wills - pensions	
Spend some time with senior citizens.	Community social services agencies
Describe your ideal old age situation including lifestyle, housing, etc., (ask students to propose this for their parents or themselves).	
Research, discuss with guests, the advantages and disadvantages of the senior side of living.	

NOTES:

Personal Living Skills
Suggested Levels: 20

SENIOR SIDE OF LIVING

CONTENT CHECKLIST:

- Aging
  - physical changes
  - psychological changes
  - cultural and social attitudes
- Economic factors influencing aging
- Daily living
  - employment, volunteer work
  - relationships
  - family
  - coping with retirement
  - special needs
    - housing (i.e., safety)
    - nutrition
    - shopping
    - clothing
    - nursing care
    - financial assistance
    - ways of being independent
- Laws and regulations (retirements, wills, pensions)
- Enhancing lifestyles for the aged
  - community services
  - personal commitments
- The aged as a community resource

Personal Living Skills
Suggested Levels: 10/20

COMMUNITY SERVICES FOR CHILDREN

Personal Living Skills
Suggested Levels: 10/20

COMMUNITY SERVICES FOR CHILDREN

GENERALIZATIONS:

Families and communities share responsibility for offering children opportunities for education, for maintaining physical and mental well-being, for recreation, and for protection from danger.

OBJECTIVES: The Student:

1. Appreciates the uniqueness of children and the needs of children in the community.

   Integrates knowledge and skills from classroom experiences and field experiences designed to explore community resources addressing the needs of children.
   Categorizes needs of children in the community.

2. Understands laws and regulations that affect children.

3. Examines alternatives for care of children within a variety of communities.

   Explores alternate modes of care for children in other parts of Canada and/or other parts of the world.
   Judges the adequacy of child care facilities in the community.
   Discusses the positions taken by local or national organizations on behalf of children.

4. Evaluates career opportunities in child care from a personal perspective.

Personal Living Skills
Suggested Levels: 10/20

COMMUNITY SERVICES FOR CHILDREN

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Review the needs of children at preschool stages. Which of these can be met in the community? How well? Discuss.	Community facilities Church (Sunday School) Playgrounds Day Care facilities Kindergarten Play Schools ECS programs Private babysitters Nannies, etc.
Investigate the adequacy of community resources available for the care of children. Things to consider: supervision, safety, facility, government standards and regulations, nutritional adequacy, employees, costs, etc.	
Discuss case studies, newspaper articles or other resource materials related to children and the law and the way laws are interpreted in the community.	United Nations "Declaration of the Rights of a Child" CHEA Journal Lawyer Raggedy Ann Society (Child Abuse) Social Worker
Prepare a statement about the extent to which needs of children are being met and in what ways, within the community.	
Examine and suggest alternatives for the care of children within your own community.	Volunteer or work experience programs with child care facilities.
Work with preschool-age children if possible.	ACCESS. Videotapes: "Focus on Childhood".
Interview child care workers, find out about the jobs they do.	

NOTES:

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Personal Living Skills
Suggested Levels: 10/20

COMMUNITY SERVICES FOR CHILDREN

CONTENT CHECKLIST:

Developmental needs of preschool children

Laws and regulations affecting children

Alternative child care facilities

Positions taken by groups lobbying on behalf of children

Careers in child care

Personal Living Skills
Suggested Levels: 10/20/30

HISTORICAL FAMILY CRAFTS

Personal Living Skills
Suggested Levels: 10/20/30

HISTORICAL FAMILY CRAFTS

GENERALIZATIONS:

An understanding of life skills of the past may lead to satisfying leisure time activities and may encourage the preservation of elements of our culture.

Family activities of the past provide a rich resource for development of present day leisure time skills.

OBJECTIVES: The Student:

1. Understands alternatives that have been used in the past in providing food, clothing and shelter.

2. Applies principles and techniques learned from the past to leisure time activities.

   Adapts a skill from the past to present leisure or creative purposes.

3. Integrates basic principles from home living skills of the past to possible challenges today.

   Identifies areas where we can improve our present use of resources and advanced technologies.

Personal Living Skills
Suggested Levels: 10/20/30

HISTORICAL FAMILY CRAFTS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Arrange with museums or local historical societies to participate in programs dealing with the provision of necessities in the past, e.g., soap, bannock, pemmican, candle making.	Museums, historical parks
Observe demonstrations of life skills related to provisions of food, clothing and shelter of the past, e.g., preserves, dried fruit, building shelters, smoke-houses, gardens, homemade gifts. Brainstorm ways these skills help us conserve energy, enrich our lives.	Senior citizens, grandparents, Naturalist Society. Fish and Wildlife Society Department of Natural Resources.
Propose solutions to problems related to a disaster situation or living in a primitive environment. - providing food and fresh water - producing shelter and heat - cleaning clothes, bodies - preserving food	Foxfire Magazine Series Doris Janzen Longacre, Living More With Less Herald Press, Kitchener, Ontario. Lyall, Community Potpourri Athabasca, Alberta, Gregorach Printing Ltd., 1980.
Time permitting, students may wish to develop skills in some particular craft.	Thomas, Roughing It Easy Brigham Young University Press, 1974. Alberta Disaster Services Dept.

NOTES:

Personal Living Skills
Suggested Levels: 10/20/30

HISTORICAL FAMILY CRAFTS

CONTENT CHECKLIST:

- Provision of food, clothing and shelter in the past
  - Food
    - provision
    - gathering
    - producing
    - preserving
  - Clothing
    - provision
    - spinning
    - weaving
    - other construction
    - skins and furs
  - Provision of shelter
    - alternatives available
    - amenities (e.g., soap, candles)
  - Provision of healthy environments
    - cleanliness
    - safe water, food, etc.

Personal Living Skills
Suggested Levels: 20/30

THE FAMILY IN CRISIS

Personal Living Skills
Suggested Levels: 20/30

THE FAMILY IN CRISIS

GENERALIZATIONS:

In time of crisis the roles and responsibilities of family members may need to be adjusted, but the basic needs of food, clothing and shelter must be met.

An awareness of the nature of a problem and the resources that can be brought to bear will help the family understand and cope with crisis/stress situations.

A crisis situation results in a greater need for interdependence between members of the community.

OBJECTIVES: The Student:

1. Recognizes the effects crisis/stress situations have on different families.

   Discusses the variety of reactions that may result for various family members during specified crisis/stress situations.

2. Recognizes the effects of stress on relationships and lifestyles.

   Understands some techniques for coping with stress.

3. Applies knowledge of crisis/stress situations and management skills.

   Uses decision making processes in problem solving for given situations.
   Identifies family and community resources to cope with stress.
   Responds to hypothetical family crisis situations using management skills.

Personal Living Skills
Suggested Levels: 20/30

THE FAMILY IN CRISIS

SUGGESTED LEARNING EXPERIENCES	RESOURCES
Using case studies, identify effects of crisis situations on family members.	Ryder, Contemporary Living, Chapter 15.
Propose management techniques to help families cope.	Landis, Your Marriage and Family Living, Chapter 21.
Bring in guests from service organizations to address topics of family crises.	Consumer and Corporate Affairs, Teaching Kit: "Before You Go Under" Social Workers, Crises Center personnel, etc.
Research the topic of family stress in texts, the media. Practise some stress-management techniques (guest might give a short workshop).	Ryder, Contemporary Living, Chapter 4. Alberta Heart Foundation Mental Health Foundation
List the possible stresses in the life of: - an average high school student - a young mother - an unemployed father Discuss: Can management help?	Alberta Disaster Services - pamphlets, etc.
Explore crisis situations that could occur in your community.	St. John Ambulance Emergency Services Red Cross Local Hospitals
Imagine that all community services have been withdrawn. Make a life plan which considers the provisions of all your basic needs.	Police Fire Department

NOTES:

Personal Living Skills
Suggested Levels: 20/30

THE FAMILY IN CRISIS

CONTENT CHECKLIST:

- Personal/Family crisis
  - loss/addition of family members
  - serious illness
  - moving
  - alcohol or drug problems
  - wife or child abuse
  - loss of job/bankruptcy
  - divorce/desertion
- Environmental crisis
  - natural disaster (floods, storms, etc.)
  - technical disasters (blackouts, explosions, vehicle breakdown)
  - social upheaval (war, riots)
- Personal stress
  - effects on relationships
  - coping techniques
- Resources
  - personal, familial
  - community support services:
    - churches, government agencies, shelters, extended families, others
- Management skills